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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Government** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **SS6CG4: Compare and contrast various forms of government.**   1. Describe the ways government systems distribute power: unitary, confederation, and federal. 2. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. 3. Describe the two predominant forms of democratic governments; parliamentary and presidential.   **SS6CG5: Explain the structure of modern European governments.**   1. Compare the parliamentary system of the UK of Great Britain and Northern Ireland (UK), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | **SS6CG4: Compare and contrast various forms of government.**   1. Describe the ways government systems distribute power: unitary, confederation, and federal. 2. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. 3. Describe the two predominant forms of democratic governments; parliamentary and presidential.   **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | * How is power distributed in different forms of government (unitary, confederation, and federal)? | **Textbook Correlation**   * CG4a: pp. 264-265 (Map of European Union *Confederation*); * CG4b: 85-86; * CG4c: 286-287   (U.K. Parliamentary Democracy)   * DOE PowerPoint on Government * Government Mind map   <http://www.gesvt.com/eitrweb/c4a.html>   * Graphically compare statistics on two countries   <http://www.nationmaster.com/lps/lesson_plan_Government_Formation.htm>   * Parliamentary vs. Presidential Governments   <http://www.essortment.com/parliamentary-versus-presidential-governments-60835.html> |
| **2-3** | * How do citizens participate in different forms of government (autocratic, oligarchic, democratic)? | **Textbook Correlation**   * CG4a: pp. 264-265 (Map of European Union *Confederation*); * CG4b: 85-86; * CG4c: 286-287   (U.K. Parliamentary Democracy)   * DOE PowerPoint on Government * Government Mind map   <http://www.gesvt.com/eitrweb/c4a.html>   * Graphically compare statistics on two countries   <http://www.nationmaster.com/lps/lesson_plan_Government_Formation.htm>   * Parliamentary vs. Presidential Governments   <http://www.essortment.com/parliamentary-versus-presidential-governments-60835.html> |
| **2** | * What are the important democratic features of parliamentary and presidential forms of government? | * CG5a: 286-287 (U.K. Parliamentary Democracy); 298-299 (Germany); Italy NA; 322- 324 (Russia) * CG5b: 264 (Map of European Union); 265 (*A New Era for Europe*) * Unitary, Confederate, and Federal Governments Lesson Plan   <http://www.indianastandardsresources.org/lesson.asp?ID=371>   * Advantages and Disadvantages of federal, confederate and unitary systems of Government   <http://www.dsusd.k12.ca.us/users/scottsh/Govt/Advantagesdisadvantages%20federal.htm> |
| **2** | * How is power distributed in different forms of government (unitary, confederation, and federal)? | * CG5a: 286-287 (U.K. Parliamentary Democracy); 298-299 (Germany); Italy NA; 322- 324 (Russia) * CG5b: 264 (Map of European Union); 265 (*A New Era for Europe*) * Unitary, Confederate, and Federal Governments Lesson Plan   <http://www.indianastandardsresources.org/lesson.asp?ID=371>   * Advantages and Disadvantages of federal, confederate and unitary systems of Government   <http://www.dsusd.k12.ca.us/users/scottsh/Govt/Advantagesdisadvantages%20federal.htm> |
| **2** | * How do citizens participate in different forms of government (autocratic, oligarchic, democratic)? | * CG5a: 286-287 (U.K. Parliamentary Democracy); 298-299 (Germany); Italy NA; 322- 324 (Russia) * CG5b: 264 (Map of European Union); 265 (*A New Era for Europe*) * Unitary, Confederate, and Federal Governments Lesson Plan   <http://www.indianastandardsresources.org/lesson.asp?ID=371>   * Advantages and Disadvantages of federal, confederate and unitary systems of Government   <http://www.dsusd.k12.ca.us/users/scottsh/Govt/Advantagesdisadvantages%20federal.htm> |
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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | What two terms describe the dividing line between eastern/western and communist/  noncommunist areas? | Media Center research materials; atlas; online and physical textbook; internet. |
| **3** | As a world superpower, the Soviet Union had....  As a world superpower, the United States had... | Media Center research materials; atlas; online and physical textbook; internet |
| **3** | Which was one of the areas of disagreement between the Soviet Union and United States during The Cold War? | Textbooks, computer, primary and secondary resources: |
| **3** | Which condition is considered a superpower? | Textbooks, computer, primary and secondary resources: |
| **3** | Which country was the leader of the Eastern Bloc? | Textbooks, computer, primary and secondary resources: |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | **Integrated** | | |
| All Enduring Understandings | | | | 2-4 | |  | | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***  World War One  World War Two  Cold War | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * Reparations Resentment Nazism Economic depression Unemployment Holocaust Cold War Superpowers * Citizen * Government * Government systems * Forms of government * Parliamentary system * Federal system * Federation * Form of leadership * Role of the citizen * Terms of voting * Personal freedoms * European Union * Freedom of speech * Freedom of press * Delegates * Chief of State * Head of Government | | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * Continuum * Distribution of power * Unitary * Confederation * Federal/federalism * Autocratic * Oligarchic * Democratic * Dictator * Inheritance * Military power * Parliamentary * Presidential * Central authority * Regional authority * National government * Central government * Citizen participation * Limited role * Representation * Free elections * Political parties * Election * Executive power * Cabinet * Legislature * Prime Minister * Constitution | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading  Who, What, When and Where Graphic Organizer | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate** (differentiation of process ) ***WICOR:*** | Students will complete a choice task based on their chosen level of rigor  Students will also engage in using various graphic organizers to engage in the process of learning (ex: Government Graphic Organizer—power, authority, governance) | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources  Online atlas; online textbook | | | | | | | |

**• Monday:**

Introduce Government of Germany, United Kingdom and Russia:

\*\*Video will be shown; students take 3-4 facts on Governments.

Students will then be introduced to the government of United Kingdom. Students will complete vocabulary graphic organizer.

\*\*Students will take graphic organizer notes, for the UK section and draw a picture, write a summary/story/poem, or create a “flip book”/ important book using vocabulary words.

**Ticket out the door:** How is the United Kingdom’s government similar to the United States? How do they both display characteristics of a democracy?

**Tuesday:**

Introduce Government of Germany:

\*\*Video will be shown; students take 3-4 facts on Governments.

Students will then be introduced to the government of United Kingdom. Students will complete vocabulary graphic organizer.

\*\*Students will take graphic organizer notes, for the Germany section and draw a picture, write a summary/story/poem, or create a “flip book”/ important book using vocabulary words.

**Ticket Out Door:** How is the Russia government similar to the United States? How do they both display characteristics of a Federal Government?

**• Wednesday:**

Introduce Government of Germany:

\*\*Video will be shown; students take 3-4 facts on Governments.

Students will then be introduced to the government of United Kingdom. Students will complete vocabulary graphic organizer.

\*\*Students will take graphic organizer notes, for the Germany section and draw a picture, write a summary/story/poem, or create a “flip book”/ important book using vocabulary words.

**Ticket Out Door:** How is the Germany government similar to the United States? How do they both display characteristics of a Federal Government?

**Thursday:**

Government Stations  
Ticket Out the Door:

* How are the governments of the United Kingdom, Germany, and Russia different and how are these governments similar?

**Friday:** Assessment and NHD work (4.5)